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ABSTRACT

In May 1986, the Illinois Board of Higher Education adopted procedures and requirements for addressing the underrepresentation of minorities, females, and the handicapped in public higher education. The university governing boards and the Illinois Community College Board (ICCB) have since been required to periodically report and assess their efforts to enhance participation at their institutions. In October 1987, the Illinois community colleges reported on their plans and goals. A year later, the colleges were asked to provide the ICCB with an update, including information on how they are evaluating or plan to evaluate their progress, as well as on any results of their evaluation efforts. Responses from 38 of the colleges indicated that each district had not only implemented the plans and goals established in 1987, but had also established evaluation methods. Several colleges have implemented activities that are applicable to all three target groups, including the development of systems to track student progress and the preparation of policy statements. Programs to improve the participation and success of minority students included efforts to help high school students in planning for college and the establishment of high risk identification and intervention programs. Since the participation and success of female students was not a problem in the colleges, most efforts were directed at improving services for special segments of the female population. Activities to enhance the participation of handicapped students included efforts to ensure access to facilities, the development of access guides for handicapped students, and cooperative arrangements with outside agencies and high schools. The progress report provides brief descriptions of the activities at each responding college. (AJL)

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STATUS REPORT ON MINORITY, FEMALE, AND HANDICAPPED STUDENT PLANS AND GOALS IMPLEMENTED BY ILLINOIS COMMUNITY COLLEGES

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Illinois Community College Board
509 South Sixth Street, Room 400
Springfield, Illinois 62701-1874
Telephone: (217) 785-0123
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Illinois Community College Board

STATUS REPORT ON MINORITY, FEMALE, AND HANDICAPPED STUDENT PLANS AND GOALS IMPLEMENTED BY ILLINOIS COMMUNITY COLLEGES

JANUARY 1989

Limited participation in higher education nationwide by minority, female, and handicapped students has been a cause of concern among leaders in the public and private sectors. In response to legislative action which noted the "underrepresentation of minority, female, and handicapped students in education programs and activities of public higher education," the Illinois Board of Higher Education adopted procedures and requirements in May 1986 for enhancing the participation of these groups. To ensure that progress is being made toward identifying appropriate goals and implementing plans for increasing educational opportunities among these groups, the public university governing boards and the Illinois Community College Board are required to periodically report and assess the efforts of their institutions.

In October 1987, the Illinois Community College Board staff provided a report to the Illinois Board of Higher Education staff on the plans and goals of the Illinois community colleges. The Illinois Board of Higher Education received a report summarizing the various university and community college systems' reports in May 1988. In October 1988, the colleges were asked to provide the ICCB with an update on their plans and goals that had been developed in 1987, providing information on how they are evaluating or plan to evaluate their progress and providing any results of their evaluation efforts. This report summarizes the colleges' responses to this request. The reports from the colleges varied in length and detail; thus, the summaries presented below vary in the amount of information presented.

Belleville Area College

During the past year, Belleville has implemented a number of programs designed to assist it in meeting the plans and goals established in 1987. These programs and activities are designed to recruit and retain enrollments of the special groups. Counseling, personnel, special services, marketing, and adult basic education departments at the college are involved. Included in the past year's activities have been the implementation of a "Planning for College" program; the adoption of a new career information system; establishment of an at-risk student identification, mentoring, and tracking program; expansion of tutoring services; continued efforts to provide affirmative action and equal opportunity employment; development of "a protection of the rights of minority, female, and handicapped students against discrimination" policy; enhanced support services; and continuation of ESL programs.

The college is using several mechanisms to evaluate its progress in these areas. Included are monitoring of enrollment and retention, student evaluations, and usage reports for special services. Results of the evaluation measures indicate that thus far enrollments in the special groups have increased, the discrimination policy appears to be working as planned, and usage of special services has increased. Results of retention monitoring are not yet available.

Black Hawk College - Quad Cities

During the past year, the college has approved the hiring of a Coordinator of Minority Affairs. It has established six goals with objectives and has established criteria to determine if the goals have been accomplished successfully. As this is the first year of the program, results are not yet available. Although recruitment of females is not a problem at the college, the counseling department offered a series of seminars for specific categories of women; i.e., welfare mothers, single parents, and minority women. The purpose of these support group meetings is to help these women with any problems they are experiencing as they enter college. Thus far, attendance has not been large, but feedback from those attending has been positive. The college has developed an accessibility guide for handicapped students.

Black Hawk College - East

During the past year, the college established a group to help "Returning Older Women" which not only assists women returning to college to establish study and library skills but also serves as an ongoing network for support and assistance. It has sensitized both full-time and part-time staff to the special needs of the female student. The college also implemented a new project for minority students entitled Project PAVE (Preparing for Academic and Vocational Excellence). The college has also initiated a new Outreach Program strategically located in the region inhabited by minorities, women, and low-income individuals. The college continues to maintain its handicapped accessibility. The college works with the Association of Retarded Citizens of Henry and Stark Counties through a cooperative agreement. Comparisons of student population with area population figures are being used as measures of evaluation.

City Colleges of Chicago

In Spring 1988, the district contracted for a major expansion of informational materials for use in outreach efforts. These will include materials designed to attract minority, female, and handicapped students to City Colleges programs. The district is completing the second year of cooperation with the Chicago Board of Education on student articulation. Activities include institutes for Board of Education counselors held at City Colleges facilities, assignment of City Colleges counselors to public high schools, and letters sent to all public high school graduates. City Colleges staff are working with the the Board of Education staff on articulation of disabled students in vocational education programs.

Data processing programs have been developed which permit identification of minority, female, and handicapped students. Plans are underway for obtaining information on intervention and other aspects of student outcomes. The data processing programs will allow for the analysis of minority, female, and handicapped enrollments by program of study. This information will be incorporated into the colleges' program review processes. The district is cooperating with the University of Illinois to create additional opportunities

for both faculty and students. This includes a program of support for several hundred district students who transfer to the University of Illinois. Information is shared between the institutions with plans for enhancing this information.

Two new vice chancellors have been hired due to a restructuring of administration. Both of these have backgrounds in issues concerning minority access. They will be involved in reviewing the district's plans and goals and the activities associated with these. Evaluation of the programs implemented through the district's 1987 plans and goals has not taken place due to changes in administration. The district's board and administration are engaged currently in a large scale review which will lay the groundwork for a major planning effort in Spring 1989.

Danville Area Community College

During the past year, the college formed a Minority Student Advisory Committee to assist the college in developing recruitment and retention ideas and activities. Recruitment efforts have been enhanced by meeting with high school minority students, developing a "Parent's Night" for parents of potential college minority students, and establishing a minority student alumni association. During the 1987-88 academic year, the college provided pre-college study programs to minorities scoring below college placement, developed a study skills class, initiated a special summer course targeted at high-risk high school graduates, implemented a "Counseling for Retention" program, and provided tutoring services, assistance with transportation, text book rentals, and career exploration seminars for minorities.

Among the college's efforts to increase the participation and success of female students were the following: offering an "Adult Over 23" program geared to the returning adult student in need of coping skills for college, offering of a "Campus Connection" program designed as a support group for the older student having difficulty adjusting, developing a "Counseling for Retention" program which identified students having academic difficulties and providing additional counseling services, and offering a "sex equity" training session to counseling and student services staff.

For handicapped students, the college has hired a Special Needs Coordinator on a full-time basis. Special services were provided for textbook taping, tutoring, notetaking, and special equipment.

The college increased its female student population by two percent, its minority population by 30 percent, and its handicapped students by 11 percent during the past year.

College of DuPage

Information is not yet available.

Elgin Community College

The college has hired two minority recruiters (one Hispanic and one black) to assist with the recruiting of minority students. In addition, it has concentrated on staffing procedures to try to increase minority role models for students. Included among new hirings are a black job placement coordinator, a black financial aid advisor, two bilingual staff members for the financial aid office, and one Hispanic counselor. The college has established a Minority Marketing Subcommittee to the institutional Marketing Committee and has established a fund of $5,000 to be used for minority recruitment. The college is currently writing a grant proposal to address the lack of participation of minorities in careers in the science field.

Although the college has no problem recruiting female students, it has developed several programs to better serve this population. Among these are increased child care options, receipt of a Building Fairness grant program to increase the awareness of and participation of women in technology, participation in a grant for displaced homemakers, and seminars on women in technology. The college is in the process of forming a support group for women who have completed or are completing the technology programs to cope with the discrimination they are facing on the job.

During 1987-88 the college studied the intake, tracking, and retention of learning disabled students. An enhanced intake and tracking system was developed. The study will continue during the current year to assess the effectiveness of the changes. A support group has been formed for disabled students.

The college has in place a large number of institutional services designed to recruit, retain, and serve students in these special populations as well as all other students. In 1988 the college began a new institutional planning process. Goals and objectives for minority, female, and handicapped students are part of this process. Thirty-eight of the college's planning objectives pertain directly to these populations. These objectives will all be evaluated as part of the college's overall evaluation process. Objectives not reached will be reevaluated for relevance and recycled if necessary.

William Rainey Harper College

In 1987 the college established several goals and objectives dealing with minority, female, and handicapped students. During the past year, a Minority Affairs Task Force was established to study problems and make recommendations. A pilot advising program for minority students was conducted, standards of academic achievement were set, and goals were established to attract minority students by working with area high schools. The latter goals will be implemented during the current year. The college also developed methods to attract minority faculty and staff to the college. Minority student enrollment was monitored to determine whether the college was meeting its goal of increased enrollment of minority students. Enrollment in GED programs increased. However, the overall enrollment of minorities at the college has not yet increased.

During the past year, the college has encouraged female enrollment in underrepresented program areas by making females aware of all career opportunities available. Enrollments in these programs are being monitored. The college's Women's Program continues to offer comprehensive support services to promote student success. The college has monitored these services over the past year.

The college has a large number of support services available to disabled students. During the past year an instructional specialist for the visually impaired was hired, and the special equipment room was redesigned and additional equipment purchased. An instructional specialist was also hired for head-injured students which resulted in expanding external resources and referrals. The college developed a special "Preparing for College" course to promote handicapped student independence, decision making, and college success. A study is being conducted to compare academic achievement of the disabled with the able-bodied. The study is still in progress. The college continues to monitor service expenditures and seek additional funding sources.

The college has established evaluation measures and has made progress in meeting all goals and objectives.

Highland Community College

In 1987 the college established 13 goals designed to address enrollment and success of minority, female, and handicapped students. Progress in meeting all of these goals was reported. In addition, the college has added four goals to those previously established. During the past year, the college received a Title III grant to improve data processing capabilities and increased computer-assisted learning; to increase and offer outreach classes and services; and to offer special assistance in learning, tutoring, and career information. The target populations are minorities and handicapped. The college also received a Title IV grant to provide special student supportive services to low-income, first-generation, and handicapped students with special emphasis upon minorities and handicapped.

The college uses quantitative data (enrollments, students served, etc.), administrative evaluation, and student evaluation in determining whether it is meeting its goals. During the past year, literacy, GED, and three college credit classes were offered at the Martin Luther King Center. Enrollments at the center increased by 40 students. A 15 percent increase in the number of students served through the Learning Assistance Center was realized. Ten percent more students were assessed than the previous year. Improvements in the advising process resulted in a three percent improvement from drop/adds. A special orientation class was established for returning adults with student evaluations being excellent, and financial assistance was obtained for all needy students. The college's goal of increasing retention by at least 10 percent was exceeded through the identification of and assistance to high risk students. Increased student support services to GED students and graduates resulted in 25 percent of last year's graduates continuing their studies at the college.

Illinois Central College

The college has had a number of programs and activities designed to recruit, retain, and serve minority, female, and handicapped students for several years. All publications and other media presentations reflect sensitivity to all of these students. During the past two years, the college has employed one full-time and one part-time person to assist with minority recruitment. The college has several cooperative programs with agencies such as the Urban League and is currently applying for grants to establish an Upward Bound Program to work with disadvantaged women on welfare.

An Adult Re-entry Services office has been opened. During the past year, the college's board approved a new Affirmative Action Policy and authorized a position entitled Director of Affirmative Action. The college has a well developed Early School Leavers Program, Truants' Alternative and Optional Education Program, and received funds in 1987-88 to operate a Building Fairness Program to increase awareness of nontraditional career opportunities. The college has identified a problem in its collection of racial/ethnic information, and efforts to develop a better system for acquiring this information has become a goal.

Illinois Eastern Community Colleges

Illinois Eastern Community Colleges continue to have a low enrollment of minority students. The minority enrollment is increasing due to an active international education program. The financial aid officers, learning skills center personnel, and counselors have identified and made personal contact with minority students to ensure full participation in financial aid programs, tutorial and learning assistance centers, and counseling services as needed.

The colleges have reviewed their program participation of female students and find that female students continue to enroll in more traditional programs. The district has continued to encourage female participation in nontraditional and professional programs through the use of display materials, brochures, films, counseling, and faculty advising. The availability of services to women is communicated through counseling during admissions, registration, and other avenues of communication.

The district has reviewed its procedures for identification and provision of services to handicapped students. The procedures for identification have been revised and ensure that each handicapped student has the opportunity and encouragement to successfully reach his or her goal. The monitoring of handicapped students will continue to be reviewed and refined.

Illinois Valley Community College

During the past year, minority enrollment grew slightly. Volunteers are being used in adult basic and continuing education programs to assist functionally illiterate adults.

The college continues to urge female students to enter programs where gender may have traditionally discouraged their participation. The college has been experiencing a slight increase each year in its handicapped student population. It is assisting more wheelchair bound. Assistance from Readings and Recordings for the Blind are available for dyslexic or visually impaired students. The Dean of Students Office and the Reading, English, and Study Skills Lab work together to help assist the students in all three groups. The college is monitoring enrollments as a measure of its effectiveness in reaching its goals.

Joliet Junior College

The college's plans to achieve its goals of recruiting and retaining the special groups include: a) its affirmative action plan, b) an aggressive enrollment management program with a special focus on minorities and underrepresented groups, c) a computer tracking system which supports the monitoring activity used to check on student progress, d) the assessment and placement process, e) the college's program review process, f) College Readiness Program, g) the Joliet Area Math, Science, and Computer Education Enrichment Program, and h) the various college clubs and organizations that provide support services for recruitment and retention of minorities and other underrepresented groups. All programs are in place. The student tracking system will be more comprehensive within a year after a major change is made in the software supporting that system.

The college's program review activity uses various measures of quality, cost, and effectiveness to monitor participation and success patterns for minorities, females, and the handicapped. Minority students comprised 11.4 percent of the Fall 1988 students compared to 10.9 percent the previous fall. The college implemented a mandatory placement program in the Spring of 1988; thus, results of the evaluation of completion rates are not yet available.

The enrollment of females in nontraditional programs has shown marked percentage increases; in Fall 1988, there was 27.6 percent female enrollment in nontraditional programs compared to 19.7 percent the prior fall term. Several programs have been directed at the older adult returning to college. Participation in such programs is primarily female. Formal and informal support groups have been formed to provide information on and improved access to college services and strategies to address the needs of the older female student. Programs have been provided on career information.

Through contacts with service organizations in the district, new equipment has been provided to support the instructional needs of the handicapped. A new elevator in the instructional areas was added. It is too early to evaluate completion rates of handicapped students as a result of improved support services.

Kankakee Community College

Much of the college's past planning and current activities pertain to the recruitment, retention, and completion of minority, female, and handicapped individuals. Opportunities expressly targeted to this effort include facilities access; entry into nontraditional careers for women and men; outreach to junior and senior high school students; outreach to Adult Education and GED students; improvement of methods for identifying handicapped, Limited English Proficient, and disadvantaged students, among whom the majority are minorities, females, and handicapped individuals.

During the past year, a full-time employee has been dedicated to managing a $50,000 Building Opportunities Grant to assist with tuition, transportation, child care, and similar expenses for single parents and homemakers returning to work. This person is also responsible for the Building Fairness Program dedicated to the dissemination of information regarding nontraditional careers. The college's Marketing Task Force initiated several strategies targeted toward the recruitment of these special groups. Both summative and formative evaluations were sought for these activities; this year a study of the evaluation process will be undertaken to determine the impact of these activities and to suggest additional strategies for recruitment.

During the Fall 1988, the college held a staff development program devoted to concerns and needs of handicapped individuals. The college served a large number of minorities, females, and disadvantaged individuals through the JTPA program. The program served and placed the greatest number of individuals at the lowest cost in the state. The Federal College Work Study Funds are used to employ predominantly minority and female students. A dramatic increase in recipients occurred this year because of the addition of a full-time employee to counsel, interview, and place qualified students. The college has initiated several activities to encourage the entry of females and minorities into nontraditional careers. Included in these were a radio campaign that primarily reaches 18-35 year old women, use of a Foundation Grant for a portrait gallery that is taken on tour for recruitment and is displayed in Student Services, ads run weekly in the local TV Guide to attract special populations, and the use of role models in the college's Fall Career Day which focused on nontraditional career opportunities for minorities and females.

The college has made a major effort to see that handicapped students have access to facilities. A number of electronic doors have been added along with entry ramps. Many drinking fountains have been lowered, and the college has increased its number of handicapped parking spaces. The college works with other agency referrals in its Parent Training Program targeted to teen and single parents. A retention contract has been written and approved for follow-up with parents who complete the Parent Training Program. Off-campus sites have been established for Adult Education programs in areas with high density minority populations.

All activities receive ongoing summative and formative evaluation aimed at discovering better methods for reaching special populations.

Kaskaskia College

The college is addressing its plans and goals for enhancing the participation and success of minority, female, and handicapped students in five areas - personnel, public relations and marketing, facilities, financial aid, and curricula. During the past year, in the personnel area a special needs counselor has been employed in the counseling department. To increase awareness of the "targeted student," the special needs counselor gave presentations to the faculty in department meetings and at the orientation sessions held at the beginning of each semester. A Mentor Program using minority students as mentors assigned to minority students who are "at risk" has resulted in increased retention.

In the public relations and marketing area, the targeted students are being emphasized in meetings with area high schools. A Minority Affairs Advisory Council has been established. Its Task Force on Implementation meets on a regular basis to exchange ideas and give impetus to the recruitment efforts. The college has received a Housing Project Grant from JTPA to offer GED, ABE and other classes in the housing project. Targeted students are served with GED and ABE and then efforts are made to mainstream the students to campus so they may study in a collegiate atmosphere. Special efforts to assist minority students with job placement are being made by the Illinois Job Service representative on campus. In the facilities area, all student services functions are in one area on the first floor to better serve handicapped students. The college has designated a new parking lot for "Handicapped Only."

In the financial aid area, special efforts have included seminars and workshops for assistance with financial aid forms. Special scholarships have been awarded. Transportation stipends continue for dislocated workers, displaced homemakers and single parents.

In the curriculum area, the college held a Career Day on Building Fairness and is now offering a class on campus entitled "History of Minorities." Seminars are held before registration each semester to encourage and motivate targeted population students to enroll.

The college is using enrollment and completion data as part of its evaluation measures. During the Fall 1988, term minority student enrollment increased three percent.

Kishwaukee College

In 1987 the college established a number of plans and goals related to minority, female, and handicapped student participation and success. In order to increase minority participation, the college obtained seven grants targeted for assisting special groups in Adult Basic Education. The college's new admission brochure will include a section on different minority students attending the college. Transition services for encouraging GED recipients to enroll in college-level programs were implemented but have not yet resulted in increased enrollments. The college has increased off-campus remedial offerings for skill-deficient minority students who lack personal means of transportation and is currently conducting a comparative study of students.

Efforts made to increase public transportation between the major communities served and the college resulted in a decision to remain with the present service due to substantial additional cost to the college. The college's efforts to improve the success of minorities during the past year included obtaining additional Foundation Scholarship funds. Other plans identified in the college's 1987 plans and goals will be implemented during fiscal years 1989 and 1990.

In addressing the plans for female participation, the college has established baseline data and a tracking system for analyzing female enrollments by program. Other plans, such as bringing in a consultant to target strategies to attract women into nontraditional programs, will be implemented during the current year.

Handicapped participation goals include a plan to achieve campus physical accessibility. The college is on schedule with its implementation plan. Meetings have been held to inform area high schools of the college's special needs services, and a release of information form has been developed and is being used by area high schools. Meetings with local agencies have been held to establish referral services. A Special Needs Student Services Brochure has been developed to disseminate to prospective students and agencies. In efforts to ensure success of special needs students, the Special Needs Coordinator has attended several meetings and conferences to obtain information on how to improve services. Notification letters on services are being sent to disabled students. The college is now participating in the Northern Illinois Postsecondary Education Project, and staff have received training on working with Learning Disabled students. A grant proposal has been submitted to fund a full-time learning disabilities specialist.

The college is evaluating its goals by monitoring enrollments and success of students and monitoring the achievement of its activities. To date, many of the goals have been completed, and the groundwork has been laid for future activities.

College of Lake County

The college's plans and goals for increasing minority student participation and success were clustered around a review of three basic concerns and issues relevant to minorities. The three areas were: identifying concerns relevant to minority students, current activities relating to those concerns, and forecasting future considerations related to those concerns. The review of these three areas and the activities and themes relevant to each of them led to the structuring of the plans and goals into three distinct components - cultural activities, recruitment activities, and retention activities. College faculty and staff have constructed a comprehensive program which includes cultural activities of interest to minority communities as well as specialized recruitment and retention activities that address the needs of minority students. That program has been evaluated at the end of the year by an administrative group specifically responsible for the activities. The events were reviewed individually and as an aggregate program.

The college's plans and goals relating to female participation and success are not as formalized as those relating to minority students and handicapped students. Female enrollment at the college has surpassed male enrollment since 1977. The plans and goals for female students center around encouragement of nontraditional career paths and the provision of services needed by female students. During the past year, additional services specifically for women have been initiated which include career counseling and testing, resume writing and interviewing skills, and job search strategy skills. The Southlake Center has also established a women's resource network which has added an emphasis on providing speakers on personal and professional growth issues. Child care services have been expanded to include evening hours. The evaluation of all college programs and services contains aspects which review the opportunities offered to women. The focus on programs and services for women by the Southlake Center provides for a review of each of the individual activities specifically oriented toward women on a routine basis. The Director formally reviews the overall outcomes from the activities as a part of the end-of-the-year evaluation process.

The college's plans and goals regarding disabled students seek to ensure that these students are integrated within the general student population. The college provides numerous services for disabled students. The college provides the students with both information on admission policies and program requirements as well as support services. It also networks with local high schools to provide their disabled students with a better understanding of the demands of college life. During the past year the college sponsored "Disability Awareness Days." To evaluate the college's activities and progress in the area, a Disabled Task Force composed of representatives from various sectors of the college was formed to review the status of current support services for students and to make recommendations for improved services. The number and classification of students who are identified as disabled are maintained for each academic year and changes are monitored.

As a result of the college's evaluation efforts, the following was reported. In minority cultural activities, the college has not been as successful in implementing programming for the Hispanic community as it has for the black community. The marketing program in this area will be improved. The number of participants in the recruitment activities was in line with projections. More refined methods of designating that a particular participant is a member of a minority group need to be developed to permit more detailed analysis. The year-end review of retention activities underscores the need for personal contact, peer group interaction, and family support. In the future, a system for teachers and experienced students to contact new minority students to inquire about their needs and difficulties will be explored. Evaluation of female plans and goals indicate the goal to develop reports identifying participants in college programs by sex has not yet been completed. Improvements in the college's career conference are planned. Evaluation of physical accommodations for disabled students indicated that accommodations are satisfactory. The Disabled Task Force has recommended that the college consider hiring a specialist trained in learning disabilities to help identify and diagnose LD students and to consult with the faculty who have these students in their classes. The group also endorsed the college's participation in the Northern Illinois Postsecondary Education Project.

Lake Land College

Information is not yet available.

Lewis and Clark Community College

In addressing its plans and goals for minority students, the college has increased its Black Student Scholarship program from $1,000 to $5,000. The Black Student Association Advisory Committee discussed Black Culture month activities, affirmative action issues, an evaluation of networking activities, and plans for the future. During the past year, a faculty member published a document that addresses the most relevant issues affecting the recruitment and retention of minority students at the college. A task force has been initiated to implement strategies for improved recruitment and retention. A study of graduation rates and satisfaction of minority students has been implemented. Despite the college's added recruitment and retention efforts, the ratio of minority students has fallen by more than two percent since 1985. The college hopes to increase its minority enrollment to at least mirror that of its district high school enrollment patterns.

Although 55 percent of the college's students are female, certain subpopulations of women students have been underrepresented in relation to district census data and have been identified as special needs populations. The college receives a "Single Parent/Homemaker" Building Opportunities grant which provides child care and transportation as well as career counseling for women participants. Career counseling is provided to all women students and an emphasis is placed on the exploration of nontraditional careers. During the past year the college opened a Montessori-based child care center. The Women's Center sponsors monthly noon hour "brown bag" symposia dealing with women's issues such as multiple roles, finances, self-esteem, stress, and study skills. The college has initiated a teen mothers' support group in cooperation with Parents' Plus. Using Building Fairness funds, the college held a Career Fair for high school sophomores and their parents. An explicit objective of this event was to increase female tenth graders' knowledge of nontraditional careers.

The college has had an active program to assist disabled students since 1977. During the past year, all special services programs designed for disabled students have been fully supported. Enrollment data of disabled students has been maintained for the past two years. A total of 94 disabled students were served in fiscal year 1988 compared to 63 students in fiscal year 1987.

Lincoln Land Community College

In 1987 the college established plans and goals designed to improve participation and success of minority, female, and handicapped students in academic programs. Included are a) the Fresh Start Project, a female reentry program, b) expansion of curricular offerings in outreach locations in the minority community, c) the hiring of a special needs coordinator, d) the Building Fairness program to encourage female entry into nontraditional careers, and e) assignment of a counselor specifically for handicapped students. The college is continuing these plans and goals and has added an

additional plan to continue participating in a HECA grant project with Sangamon State University, Springfield College in Illinois, the Urban League, and School District 186. The college did not submit an evaluation plan or results.

John A. Logan College

The goals established in 1987 were to maintain college enrollments at higher-than-average percentages for minority and female students within the district, to improve retention rates of minorities, and to study the needs of disabled students. The college established 13 plans to accomplish these goals. During the past year, the college has expanded its minority and disabled student recruitment efforts to include programs in nontraditional settings and to work with community action centers in identifying potential minority students. A Martin Luther King Scholarship has been established, and the college has an active Black Affairs Council promoting minority applications for this scholarship. A weekend college has been established and plans to make minority citizens aware of this opportunity are being made. To determine where the high school graduates are that do not go to college and develop a plan to recruit them, the college has formed a delegation to work with high school and community action centers. A plan to recruit for GED programs has been placed in operation. The Academic Support Center is developing a mentor program for new students beginning with minority and disabled students. A plan to provide child care by enlarging the college's child care facilities, ensuring that female and minority students have sufficient spaces allotted for their children, and subsidizing child care in an existing community child care center has been accomplished.

The college is evaluating all of its plans. To date, most have been implemented or completed while others are to be implemented during the coming year. A plan to provide better transportation was explored, but the college determined that this plan was not feasible. A retention committee has been established to consider the development of a tracking system to monitor students from the time they enter until they graduate. This system will be used to evaluate the college's progress toward meeting its goals for minority, female, and handicapped students.

McHenry County College

In 1987 the college established the following goal: "In light of the changing demographics of the College District, create a heightened awareness of and sensitivity to the minority population within the district." The college has reviewed the district's demographics including external assumptions concerning expected changes in the district's minority population. The Spanish-speaking, migrant population within the district is large enough to warrant focused programming and services in order to serve their education and training needs. The review also indicated that future services for all students, including minorities, needed a closer physical proximity. During the 1988-89, the college has established four new plans to address the findings of the college's review. Major institutional planning assumptions will be reexamined. Student support facilities will be reconfigured. On-campus baccalaureate degree completion opportunities will be explored. A pilot project in portfolio development and assessment is planned.

In 1987 a goal to "provide a high visibility and diverse program of support services designed specifically to meet the needs of adult returning women students" was established. Continued funding for the college's New Life Plans Program was obtained for fiscal year 1988. Through this grant, focused counseling and educational planning services for 25 females who are single parents was provided during 1987-88. Participants were provided support through the Counseling Office and were introduced and oriented to the college's job placement service. The Adult Re-entry Program is now regarded as an ongoing, college-supported commitment. For fiscal year 1988, a minimum of 20 percent of a full-time counselor's time was devoted to program coordination. Funding support for the program has been increased. The college has established four new plans for meeting its goal for female students. These include enhancements to the New Life and Adult Re-entry Programs, augmenting locally-provided educational opportunities on campus, and expanding nontraditional learning methods.

Toward meeting its goal of providing a coordinated program of support services to meet the special needs of handicapped students, the college conducted a thorough review of internal communication procedures between the service areas which have specific responsibilities for providing support to special needs and handicapped students. A coordinator for the Learning Lab was appointed to aid in developing more effective interaction between the Learning Lab and those departments which provide services. A counselor was hired during the past year who has a strong professional background with special needs students and vocational education. A coordinator was appointed to specifically manage the Learning Disabilities program. A new battery of tests has been adopted for assessment of learning types, strengths, and deficits and is being administered by a new professional with a background in this area. A new routing procedure was developed during the past year to aid in student follow-up and retention.

The college's Long-Range Planning Council will continue to re-examine and refine its internal and external planning assumptions for the college district during the 1988-89 academic year. Integral to this discussion will be a concern for increasing faculty and staff awareness of the particular educational and student support needs of minority, female, and handicapped students.

Moraine Valley Community College

In 1987 the college established the goal "to intensify recruitment efforts for female, minority, and handicapped students." Four strategies were implemented to help increase enrollment of minority students. These strategies included providing a coordinator to assist single parents; seeking funding to provide services for high achieving high school students who are potential college students; and providing additional course sections to accommodate a greater number of minority women in certain certificate programs. A number of accomplishments have been realized under each of these strategies. The college also identified as a goal the intent "to design transfer Business Programs with incentives that encourage minority participation and provide academic support." Toward this end, the college created a task force of minority staff to seek assistance for minority business students which met

with representatives from five major black businesses and presented a concept paper to the board, administration, and business owners. The college increased its efforts to increase participation of potential students from minority communities by, among other activities, opening a literacy program site in a low-income minority community and sponsoring the Job Training Partnership Act Summer Youth Program serving between 120 and 175 low-income youngsters in the Summer of 1987 and again in 1988. The college is also hiring a greater number of minority part-time faculty and is focusing on other approaches for hiring full-time minority faculty. The college is evaluating its efforts to meet its minority goals by monitoring support service usage and enrollments in programs.

To meet its goal of intensifying recruitment efforts for females, the college investigated ways of expanding the Returning Women's Program. Rather than expanding the length or breadth of the program, the college determined that additional services for women were more appropriate. The Adult Center is offering a variety of programs of concern to women. In addition, the college is providing assistance to women who are single parents and in need of financial and/or counseling support in furthering their education. Success of these programs is evaluated by the participation of women in the individual activities and by enrollment in classes at the college. Participation levels were high in the individual activities. In 1987-88, 59 percent of the college's total enrollment and 60 percent of the students receiving degrees were women.

During the past year, the college investigated means for promoting the Learning Development Support System (LDSS) Program for learning disabled students. Three strategies were determined including presentations to learning disabled high school students, dissemination of LDSS literature, and participation in regional organizations and conferences. A large number of activities were accomplished under each of these strategies. The college is using enrollment and academic success of handicapped students as evaluation measures. During the 1987-88 school year, 84 learning disabled students were served through the Learning Development Support System. This represents a 20 percent increase over those served during the 1986-87 year. These students registered for a total of 1,491 credit hours and achieved a mean grade point average of 2.35 on a four-point scale. Forty-six physically disabled students received assistance through the Support Services Office.

The college has identified future goals and plans which include the continuance of several of its previous goals and plans as well as the addition of several new ones.

Morton College

The college's efforts to improve participation of minority, female, and handicapped students included introducing a scholarship program for women and minorities and receiving assistance from the Adult Education Advisory Committee which represents nine social service agencies to help identify the minority and female student educational needs. To improve success, the college has implemented staff development for specialized populations of students and has increased courses for disadvantaged students. The college is also planning and implementing a database for reporting success of minority, female, and handicapped students.

The college is measuring increases in enrollments, increased participation in financial aid, and expansion of special courses or services to evaluate improvements in participation of the three groups. To measure progress toward improving success, the college is examining completed courses and the completion of degrees and certificates. During the past year, the number of minority and female students enrolling and receiving financial aid and grants has increased. The number of handicapped students has decreased slightly. Expanded services include scholarship programs, peer tutors, and an advertising and promotional campaign for minority and female students. For handicapped students, a counselor has been assigned the responsibility to coordinate students' special needs, special adoptive equipment, and relationships with external agencies such as DORS. Information on the number of students successfully completing courses and receiving degrees or certificates is not yet available.

Oakton Community College

During the past year the college has made progress toward meeting its plans and goals established in 1987. Between 1987 and 1992 the college hopes to increase its minority student enrollment by 35 percent. During the past year enrollments have increased as follows: black - 15 percent, Asian/Pacific Islander - 16 percent, and Hispanic - 18 percent. The college has prepared a new brochure that features not only minorities, but students of all ages. Two new student development faculty members have been hired who are of Asian and Hispanic backgrounds. The college is developing a strategy for assessing the educational needs of residents of Evanston, a community with a proportion of minorities similar to the minority population in other areas of the district. Several new English as a Second Language courses are in the final stages of development; and in response to the increasing number of students for whom English is not the native language, the college hired an additional instructor in ESL. The college has submitted a proposal to the Department of Education for a three-year program to train faculty and to provide special assistance to ESL students in the nursing program.

In conjunction with the North Suburban Educational Region for Vocational Education, the college has produced a brochure that promotes nontraditional career opportunities for men and women. The college continues to support the efforts of the ASSIST Committee to provide special support services for handicapped and special needs students. The Special Needs Coordinator position has been upgraded to full-time. The Oakton campus in Des Plaines is fully accessible to the handicapped.

To assist all three special groups, the college intervenes with students who fail to meet the college's academic standards and offers an array of services to aid them. During the past year, Project Succeed was implemented. Students on academic warning or probation are recruited into Project Succeed, which comprises a special section of the Psychology of Personal Growth course, provides linkage with a faculty or staff mentor to work on an individual basis with the student, and also includes intensive assistance with study skills and tutoring. Mandatory assessment testing and placement in composition and mathematics classes are in place. A proposal to add mandatory assessment testing and placement in reading courses for selected students is now being

considered. The college continues to sponsor staff development workshops and training to sensitize and assist faculty and staff to work more effectively with minority, female, and handicapped students. During the past year, workshops have been held on sexual harassment, working with students from other cultures, and working with special needs and handicapped students.

Parkland College

During the past year, the Parkland staff has initiated several new programs to expand minority enrollment. A black affirmative action officer has been employed with the goal of having more role models for minority students. A half-time admissions representative has been hired to concentrate on increasing minority recruitment and retention. The Enrollment Commission studied and made recommendations for programs and procedures to increase minority enrollment. The college worked with the Urban League to initiate a three-part Education Initiative Program. The college is also sponsoring a college/career conference for minority and low-income high school juniors and seniors and their parents.

To ensure increased enrollment and retention of women students, the college distributed funds from the Single Parent Grant, expanded the adult learning opportunities sponsors program, and has a program specifically for women's studies and services.

To ensure that the goals pertaining to special needs students are met, the college instituted the following: a) employed a special needs coordinator to provide support services to special needs students in vocational education; b) earmarked monies to provide staff time and services to special needs students in other programs; c) added handrails to hallways and equipped all exterior doors with hold open buttons; d) established a Handicapped Student Awareness Task Force which involves college personnel and community agencies; e) developed a Learning Disabilities Services Advisory Committee which will involve college personnel who provide services to LD students as well as community agencies who serve and/or advocate for LD students; and f) installed a fire alarm system which is equipped with both auditory and visual response.

Prairie State College

The college already had a number of programs and services in place prior to the development of its plans and goals for minority, female, and handicapped students in 1987. During the past year, the college has implemented a consistent follow-up by the assigned counselor and attempted to provide assistance in designing an individual program to assure success for those students affected by the college's probation policy. Closer monitoring of academically-deficient students in certain developmental courses has resulted in increased grade point averages. Many students involved in the various neighborhood programs presently are enrolled at the college. A mentoring program was initiated under the sponsorship of the Association of Black Personnel. Minority faculty members have committed to providing counseling and general assistance to students assigned to them. The college is cooperating with several existing programs in the district's feeder high schools. These programs serve to encourage the various students involved to enroll at the college.

The college continues to offer a wide range of services for handicapped students. The coordinator of handicapped services serves on the regional committee for vocational education's "Career Preparation Network." The coordinator also participates in College Nights for Special Needs Students as well as working with external agencies and speaking to groups regarding special needs.

Rend Lake College

In order to improve the participation and success of minority, female, and handicapped students, during the past year the college continued mandatory testing and class placement. The college continued to recruit minority and female students by increasing the number of visits to the district's high schools, recruiting successful GED students, and continuing to support a college-wide Student Retention Task Force. A special orientation session was conducted for reentry students. The purpose of this program is to help students (particularly the older female) feel comfortable on campus. One counselor is designated as the counselor for handicapped and/or learning disabled students. The Disadvantaged Student Grant was used to provide tutors in reading, writing, and math and to purchase extra materials and equipment.

During the next year, the college is implementing several new plans to increase participation and success of the special populations. These plans include reserving spaces for minority students in College for Kids classes, awarding scholarships to minority students, and applying for external funding for minority programs. For female students, the college will review plans for a child care facility and organize a reentry support group. For handicapped students, the college will continue to coordinate all services through one office and develop a college policy statement concerning level of services provided to this group. Progress will be evaluated by reviewing enrollment figures and retention rates.

Richland Community College

The college's plans and goals for minority students included: a) encouragement of minority student clubs and organizations; b) the offering of courses at targeted community locations/outreach centers; and c) cultural/ethnic events and festivals. Progress toward meeting these plans was measured by individual participation. The college's College Futures Program served 67 students during the 1987-88 school year. The program was available to minority juniors and seniors from the three public high schools in Decatur. A spinoff program served a total of 252 seventh and eighth graders. Ten of the 17 seniors participating in the program are enrolled currently at the college or other colleges. The college also served 350 minorities through its GED program. Many of these individuals continued with educational training at the college after earning a GED certificate. The Black Student Association, with approximately 20 active members, sponsored several events throughout the year. Off-campus courses were offered in reading, writing, math, and GED. Reading, writing, and math courses did not have sufficient enrollment, but the GED courses were successful.

Plans and goals for female students included: a) counseling and tutoring; b) increased awareness of nontraditional programs/occupations; c) operation of a women's center/returning older women's group network; d) child care services and parenting programs; and e) job training and placement. Progress toward meeting these goals was measured by program participation. The college operated an Adult Re-entry Center during the 1987-88 school year. Within the Center, a Displaced Homemaker Program, a Family Crisis Program, and a Single Parent and Homemaker Program were available to eligible participants. These programs provided a large number of services to 210 females of which 157 enrolled in educational training programs and 57 were placed in jobs. The child care education center provided educational enrichment programs to the children of the college's students. Financial assistance was available from a variety of sources to meet child care costs. Parenting information was incorporated within the Child Care program.

Plans and goals for handicapped students included: a) providing classroom notetakers and interpreters, b) providing braille and other special services, c) providing financial aid/scholarship information, d) establishing earlier identification of handicapped students, and e) improving faculty development. The college is using the number of students served as an evaluation measure. Beginning last year, the college's admission forms collected information to identify handicapped students. The Special Needs Coordinator served 12 handicapped students by working as a liaison between students, faculty, and staff. Handicapped parking existed outside four entrances to the college, and six entrance doors had handicapped ramps. Functions sponsored by Student Activities, such as "Wellness Week," addressed the handicapped. An in-service program for staff was scheduled covering students with special needs. Financial aid information was provided by the Student Development and Services Office. Faculty were notified when handicapped students with special needs enrolled in their classes.

Rock Valley College

Currently, the college is gathering data on retention and graduation rates of minority students. These data previously have not been compiled. The college anticipates that a more organized effort to increase minority enrollment will come from the analysis of this information. The college reports that little progress has been made on its other plans to increase minority enrollment. Between Fall 1987 and Fall 1988 minority enrollments decreased from 4.7 percent to 4.4 percent of the college's total enrollment.

Along with the programs sponsored by Adults on Campus and Fresh Beginnings, the college is also participating in the Illinois Building Fairness Program. The emphasis this year is on women in technology, using the college's new Technology Center as a showcase with an emphasis on a conference there in the spring. The campus Career Resources Center has also purchased a series of video tapes and written material about women and career choices. Between Fall 1987 and Fall 1988 female enrollments declined from 55.9 to 53.2 percent of the college's total enrollment.

The college reports that since its 1986-87 accessibility study, many improvements have been made in handicapped student services. Utilization of Handicapped and Life Safety Funding has become an ongoing process and has resulted in the completion of several projects including the installation of chair lifts, modifications to restrooms, the addition of ramps, and modifications to elevators. An agreement has been reached with the Rockford Access and Mobility Project to schedule interpreters for hearing impaired students. Services to learning disabled students also have been expanded in the past year. In addition to faculty referrals, learning disabled students are being identified through the regular college assessment program. Informally, information about services for learning disabled students has spread throughout the district, and the college is receiving more referrals from high schools.

Carl Sandburg College

In reviewing its progress on the improvement of participation and success of minority, female, and handicapped students, the college reports that most progress has taken place in the assessment area. For some time the college has assessed ability in language usage, reading, and numeric skills. It has recently implemented an extensive computer-assisted enhancement to the assessment process. This enhancement allows for immediate review of the results and automatically makes specific course recommendations based on performance. The enhancement also encourages students to identify areas where they would like help; i.e., financial aid, finding work, personal counseling, day care information, physical disabilities, learning disabilities, etc. The enhancement provides an automatic referral along with the name and phone number of staff identified to work in these areas. The software enhancements also provide a mechanism for interaction with the mainframe computer and student database for improved institutional research purposes. The college reports the new system has assisted in identifying large numbers of students who are in need of remedial course work. This will help ensure the academic success of the special groups as well as others.

Sauk Valley Community College

The college district has a small minority population (approximately 3.5 percent of the total district population). The largest minority group is Hispanic. A recruitment plan for Hispanic students was developed and implemented during fiscal year 1988. As a result of this activity, a directory of Hispanic students was used for mailing information about scholarships. Three college staff members participated in an area Latino student awards program and conducted the scholarship recipient selection for the program. A special course on Chicano culture was developed and offered in the spring and will be offered again in the future. As the college converts its computer management information system, it will be developing an effective retention monitoring system. The college currently is monitoring enrollments as a measure of its success. While minority enrollment is down slightly from a year ago, it is representative of the adult minority population of the district.

As at other community colleges, the majority of the college's students are female. The college's efforts are concentrated on studying retention and providing needed services to women. A retention study of students dropping courses before the end of the semester suggests women drop fewer courses than men. A women's needs assessment survey was conducted during the Spring of 1988. The results of the survey are still being analyzed and will be used to improve services to women. A special course has been developed and was taught for the first time during the Fall 1988 term. The course focuses on self-esteem, time management, stress management, skills needed for success in college, and career planning. The course is designed to improve retention and success for women returning to school after several years. The college's Adult Resource Center is also serving returning adult women. A series of "brown bag" seminars were held weekly for two months on topics such as study skills, wellness, public speaking, and time management. Women's History Month was observed with films and discussions. The college has analyzed the distribution of males and females among its various instructional program areas and has found that women are well represented in nearly all nontraditional areas. Four areas have been targeted for special recruitment efforts in the future.

During fiscal year 1988, a total of 34 physically handicapped students enrolled at the college. Two special programs provide assistance for the handicapped. The DAVTE Special Needs grant funds a half-time Special Needs Coordinator for students in vocational and technical programs. The second program, Student Support Services, provides counseling, notetakers, and tutors for handicapped students in transfer programs. The college is monitoring retention of handicapped students as one measure of evaluation. During the past year, 17 of the 24 students in vocational programs completed all the courses they started with passing grades; two withdrew completely; two withdrew from one course but retained and passed others; and three students received failing grades. Overall, retention was comparable to the general student population. Access to the building for the handicapped has improved. A second ramp has been installed. Wheelchair access has been completed for the parking lot. An automatic door into the building has been installed on the side of the building next to the handicapped parking lot. The college's two special programs for handicapped students will continue to provide special support services.

Shawnee College

A special effort has been made to address the declining enrollment of black male students at the college. The college's minority recruitment plan has been revised to address this decline. The plan emphasizes the first contact being made with the minority students at the junior high level. After the initial contact, the prospective students will be tracked through their high school years. A more concentrated effort is being made to improve relationships with instructors of predominately minority students. Once prospective students have been identified, attempts will be made to expose these students to the college through campus visitations. The college will evaluate the progress toward meeting its recruiting goals by comparing the increase or decrease in the percentage of minorities represented throughout the student population. A written evaluation of the college's recruiting

efforts will be made annually. This evaluation will include strengths, weaknesses, and recommendations for improvement. The college is currently seeking financial resources to establish an enrollment management program with special emphasis on minority recruitment. A Black Awareness Club has been established to assist with the recruitment of black students. The goal is to increase the black enrollment by 15 percent over the next two years with the majority of these students being male. Female students comprise 66 percent of the total student population. Efforts are being made to increase the female numbers over the next two years. These efforts will be addressed through the institution's recruitment efforts with a tracking system for prospects from junior high school through their senior year. The college has established an annual retreat for the district high school counselors to explain the college's mission and program offerings.

The college's Special Needs Coordinator has been working with area high schools to identify handicapped students. He also works with other external agencies. The college's goal is to increase the handicapped enrollment by 10 percent over the next two years.

South Suburban College

The college has established a schedule for completing the plans and goals established in 1987. During the Fall of 1988, the college examined all publications and notices to make certain that all academic and occupational programs are offered to students without regard to "race, color, national origin, sex, or handicapped status." Counselors were alerted to the need to be more proactive in counseling students especially minority, female, and handicapped students to encourage their enrollment in transfer and academic programs. A district-wide scholarship program was monitored to attract more minority, female, and handicapped students. A program whereby counselors conduct interviews with students prior to their dropping out of college was established, and the Human Success Program aimed at minority students was continued.

During 1989, the college will assign an individual to coordinate duties and activities to ensure sex equity. Additional student development activities will be developed to appeal primarily to minority, female, and handicapped students. Additional recruiting efforts aimed at female and minority students completing ABE/GED programs will be developed; and finally, additional information will be developed for distribution to students to advise them of special needs and tutoring services available at the college.

Southeastern Illinois College

During 1987 the college established three goals related to participation and success of minority students. These included a) visitations to each high school in the college district each year and emphasizing minority student recruitment in those schools enrolling minorities; b) meetings with counselors from the area high schools in which minority student recruitment and participation are addressed; and c) development of sensitivity to the participation and success of minority students among college personnel. The

college examined each goal in light of actions taken during 1987-88. Each of the goals was accomplished and will be continued in the future. The college's enrollment of black students (excluding correctional enrollments) increased from 44 in the Fall of 1987 to 61 in the Fall of 1988. The attrition rate of black students was only 4.9 percent compared to an attrition rate of 9.1 percent overall. During the year, articles on minority student enrollment and retention were shared with high school counselors in an effort to create more sensitivity to minority recruitment, retention, and needs. The college's Learning Lab also offered some special tutoring and help relating to testing, notetaking, and time management.

The college's plans for female students included stressing sex equity when advising students, providing counseling for returning older females, head-of-household students, and appointing an affirmative-action counselor to work with female students in all college programs. The college undertook several activities designed to meet these goals during the past year. Evaluation of its efforts included the examination of enrollment of female students in nontradition program areas. In addition, special services offered to female students and clients were monitored. Females are enrolled in nontraditional programs such as law enforcement, truck driving, and forestry. The college participates in a number of programs designed to provide special services to females such as the Displaced Homemaker Program.

The college has identified several ways to better serve handicapped students. Evaluation of these services are conducted by outside funding agencies as well as the college-wide "504" Committee which meets each year to evaluate the needs of disabled students/staff and makes recommendation to the college president. During the 1987-88 academic year, 27 handicapped students were served. Besides the services available for other students, services such as special tutoring, interpreting, notetaking, placement, remedial courses, career interest assessment, and basic skills assessment were provided for handicapped students. The college published newsletters and brochures and worked with external agencies such as DORS in order to provide better services.

Spoon River College

The number and percentage of minority students in the district are very small. Although the college has not developed specific plans and goals for this reason, it does operate a significant program of developmental studies designed to improve and upgrade the educational background of all students with weak educational backgrounds or self-images for learning.

During the past year, the college made progress toward meeting its objectives of lessening teacher, counselor, and student sex bias and sex role stereotyping and decreasing student sex role stereotyping through career options. The college has adopted a building fairness theme for a coordinated secondary/postsecondary education thrust. Nontraditional careers are being publicized for both secondary and postsecondary graduates. The college produced an audio-visual tape presenting nontraditional enrollments and career examples in the college district. A nontraditional career fair was held, and plans to hold additional ones are being made. The college has developed three

new activities for the coming year to help it meet its goals. The college is developing an evaluation instrument which assesses the effectiveness of the Building Fairness program. Female enrollment in nontraditional programs will also be monitored.

In 1987 the college established six goals for improving the participation and success of handicapped students. During the past year the college accomplished the following in response to these goals. A special needs counselor was hired who has talked with high school counselors regarding the college's willingness to help their students in transition from high school to college. Cooperative efforts among the special needs coordinator, the admissions office, the recruiting officer, and high school counselors were accomplished in order to increase the college's ability to identify handicapped students. A questionnaire has been developed to identify new areas where assistance is needed. Adjustments to the organizational structure have resulted in improved coordination of services. The college's policy statement concerning the limits of the college's ability to admit and serve handicapped students is being refined. A procedure is being developed for tracking special needs students to ensure progress is satisfactory. Tutoring services have been improved. During the coming year, the college will work with the faculty to communicate the unique needs of each individual to ensure adequate accommodations are developed for each student.

State Community College

During fiscal year 1988, four Outreach Centers were established in the district. Two degree/certificate programs are being offered at these centers. District-wide distribution is being made of brochures and schedules with course offerings and registration information. An assessment center is now functional whereby all students can be tested for ability and interest profiles. Feedback systems between counselors and faculty on student progress is now in place. A follow-up system is under development to compare graduates with senior institutions' students.

Local agencies are now cooperating in advising handicapped people to contact the college if they are interested in furthering their education. Funds for special equipment for handicapped students will be requested in next year's budget. Funds to purchase and install automatic doors for the campus will also be requested. Services to transport handicapped students to and from campus are ongoing.

Triton College

The college's efforts to improve the participation and success rates of minority, female, and handicapped students are extensive and cover a wide variety of activities. The college is focusing its efforts in four broad areas: outreach programs, bridge programs, existing support services, and staff development.

Included in its outreach programs are Nuevos Horizons, Summer Youth Employment Training Program, Retraining Assistance Center, JTPA/Title II Food Service Preparation for developmentally handicapped and CNC training for economically disadvantaged, English as a Second Language courses in-plant programs, community sites, and area churches, Center for Parenting, Spotlight on Women's Program, and "Hard Hats, Chips, and Gavels" nontraditional career fair for young women.

Bridge programs include Adult Basic Education and GED, Evening High School, Adult High School, Intensive ESL, Project Advance, and Developmental Education.

The college provides 10 special support programs to assist the special populations. These range from support groups to flextime child care services.

During the past year, the college conducted faculty/staff development focusing on multicultural awareness issues. A series of multicultural awareness staff development programs for all "frontline" student affairs staff were also conducted.

A major study of minority student enrollment was conducted by the college during the last year. As a result, a Minority Concerns Task Force has been appointed to initiate additional programming targeted toward recruitment/ retention of minority students. The college has received a Title III grant proposal to fund, in part, an automated "tracking" mechanism of minority students.

The college has also submitted a Women's Educational Equity grant proposal to fund a statewide telecommunications model focusing on minority women's perspectives of equity issues. During the past year a committee, Council for Disabled, has been appointed and will serve in an advisory capacity to the college.

Waubonsee Community College

During fiscal year 1988, the college established several programs in conjunction with the City of Aurora, West Aurora School District 129, and East Aurora District 131 designed as minority dropout prevention activities. The Road To Success program is a long-term cooperative venture with the two Aurora school districts. The program is a special mentoring program working with two predominantly minority elementary schools. In addition to mentoring, the program has an educational enhancement component providing sixth graders with enhancements in reading, science, math, English, and other areas. A second program, Learning In College and Community Cooperation, was designed in cooperation with the City of Aurora. It is a summer enrichment program for low-income, predominantly minority youth. In addition to the two youth programs, the college received two federal grants in which all or part of the funds are earmarked for minority students. One, Student Support Services, is designed to provide low-income minority youth with assessment, special educational counseling, financial aid assistance, and peer tutoring. The second, EXCEL, is currently designed to provide Hispanic students with services for transition into the areas of Business and Data Processing, Nursing and Allied Health, and the Liberal Arts. Detailed records are being

maintained by all of the various programs in order to maintain accountability. The college-funded programs maintain the same type data as do the grant programs. These include student demographics, participation, and follow-up; expenditure reports; and faculty and staff participation. Minority student focus groups have been established and continue to meet on a periodic basis, providing the program managers input regarding student needs and the student perceptions of the present program offerings.

The college continues to provide a variety of services for handicapped students through the Disabled Students Program. Special focus this year was placed on expanding services to the learning disabled adult. The LD program works with over 50 students identified as having some type of learning disability. Services range from special counseling to individualized tutoring. Staff and students involved in the program created a focus and support group to help facilitate their progress through college. Program evaluation for DSP is conducted in the same manner as the minority programs. In addition to the college's evaluation procedures, the hearing impaired component of DSP must submit a comprehensive evaluation to DORS as part of its grant requirements.

Because of the programs developed for both the minority student population and the handicapped population, the college has experienced substantial increases in student enrollment. The Hispanic student population increased by 32.5 percent while the black student population increased by 30.9 percent. In the DSP area, the number of learning disabled students being served increased by 100 percent. Retention and follow-up studies on these populations have not as yet been conducted. However, such studies have been scheduled for the first half of 1989.

John Wood Community College

The college has established five goals pertaining to minority, female, and handicapped students. Three of these deal specifically with each group while the remaining two are overall goals for all three groups. During the Fall of 1988, the college reviewed its enrollments by program over the last three years. Seven programs of study were identified as traditionally having very low female enrollments. Plans were initiated to increase enrollments in these programs.

Last spring the college employed an individual to coordinate the services delivered to handicapped students. This individual is charged with the identification and recruitment of handicapped students, as well as the delivery of specific services to this population.

Minority, female, and handicapped student populations at the college equal or exceed the populations of these groups within the district. The college's future efforts will be focused on the retention and academic success of these students.

SUMMARY AND CONCLUSIONS

Community colleges in Illinois have responded to the mandates to improve the participation and success of minority, female, and handicapped students by enhancing their existing programs and activities, as well as initiating many activities through the implementation of the plans and goals set in 1987. Each district has not only implemented its plans and goals but also has established evaluation methods, and many are already beginning to see the results of their efforts. As expected, most of the results of efforts to ensure success of these groups will only be able to be measured in the long term.

Several colleges have implemented programs, projects, and activities that are applicable to all three groups. Among these are the development of systems to track the progress of students. Analyses of this tracking will assist in evaluating the other plans and goals, in establishing additional plans, and in identifying individual students in need of special assistance. A number of colleges have established special committees and task forces either in each of the three areas or in combination to ensure that the plans and goals are implemented, achieved, and evaluated. Some colleges have developed policy statements regarding minority, female, and handicapped students. Others have established affirmative action, equal opportunity, and/or anti-discrimination statements and plans. Enhancement or initiation of tutoring services was cited by several colleges as a mechanism for enhancing success of the special groups. Mandatory assessment was also included in many of the colleges' efforts.

During the past year, colleges have implemented a number of different plans specifically designed to improve the participation and success of minority students. Included in these plans is the development of programs to assist students in planning for college. Most of these programs involve working with area high schools although a few are designed to work with potential students who are older. Several colleges have implemented "high risk" identification and intervention programs. Establishment of outreach centers has helped in recruiting and retaining minority students. At least one college has formed a Minority Alumni Association, and several have initiated a "parent's night" for potential minority students and their parents. Several colleges have hired coordinators for minority affairs, many of whom are minorities who serve as role models. Obtaining increased financial assistance for minority students has been a major thrust for several colleges.

Since, in general, participation and success of females is not a problem in community colleges (nearly 60 percent of the total enrollment is female), most of the colleges' efforts during the past year have been directed at improving services for special segments of the female population. In addition, efforts have been centered on encouraging female students to enter career fields traditionally dominated by males. Grants have been obtained to implement Building Fairness and Building Opportunities programs. Programs for single parents and displaced homemakers ranked high among the community college efforts to assist special groups of females. Many colleges have conducted seminars and special classes and have formed support groups for women returning to college. Child care options have been developed to assist female

students with young children. Special efforts have been made to inform women of nontraditional careers and encourage them to enter programs designed to train for these occupations and professions.

Community college activities to enhance participation and success of handicapped students during the past year have included efforts to ensure access to facilities, the development of access guides for handicapped students, cooperative arrangements with outside agencies and high schools, and hiring of special needs coordinators and specialists in various special needs areas. Several colleges have evaluated their equipment needs and have acquired new equipment.

Colleges are using a number of different methods for evaluating the results of their efforts. Both summative and formative evaluation measures have been developed. Many of the plans are steps which will eventually lead to the achievement of longer term established goals. These plans are at this point being evaluated simply by determining if they have been implemented or completed. Monitoring enrollments, retention, and completion is obviously the most common method for long-term evaluation. Participation rates in and student evaluation of special activities and programs are used widely by the colleges. Colleges are also monitoring usage of support services to determine whether their efforts to inform students of these services have increased their usage.

Results of the colleges' evaluations indicate that the plans and goals developed in 1987 are well under way. Many of the objectives have already been completed and short-term evaluation shows an increase in enrollment at several colleges. Retention and completion data are not yet available for analysis. The development and implementation of tracking systems will expedite evaluation of these areas. A statewide analysis of enrollment increases for the three groups will be conducted when the plans and goals have had sufficient time to be effective.

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